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Robin Zazove

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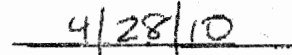
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Political Perspectives and Freedom of Speech

in the College Classroom

(TITLE)

BY

Robin Zazove

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

Summer, 2010

YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
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ABSTRACT

The concept for this study came about after a book read by the researcher claimed college faculty across the United States were “closed minded professors who turn their students into socialists, atheists, race-baiters, and sex-crazed narcissists” (Shapiro, 2004, p.1). Statistics and experiences in the book appeared extreme, leading the researcher to gain interest in further understanding the political nature of Eastern Illinois University faculty members.

The purpose of the present study was to examine differences between professors who identified politically as conservative and those who identified as liberal or progressive, and those who identified as middle of the road, and the impact of their political beliefs on their teaching philosophy and personal experiences. This study also examined faculty participant views of the First Amendment and academic freedom in the classroom. In this case study, one on one interviews were conducted with Eastern Illinois University professors and analyzed using cross-comparative analysis.

The sample included two professors at Eastern Illinois University who openly self-identified as conservative or were registered Republicans and two professors who openly self-identified as liberal, progressive, or were registered Democrats.

Findings of this study included the following.

1. Students may have misunderstandings of professors’ intentions in grading and classroom discussion.
2. At the core of each participant was the education of students and providing tools to think and do for themselves as they progressed through their lives.
3. Politics is so embedded in our culture, society, and everyday lives that it is hard not to talk about it, so educators should be encouraged to talk about it openly in an appropriate environment.
4. It is important for conservative students and faculty members to find ways to connect with one another, both locally and globally, for support and resources.

Suggestions for further research included the following.

1. Researchers have neglected to address potential cause(s) behind the lack of Conservative faculty members.
2. Current research has focused on academic professors. Further research should address political activity and views among student affairs professionals and other student-centered campus professionals.

DEDICATION

This thesis is dedicated to teachers who strive to make a difference in their students lives;
and to students who are always thirsty for knowledge.

ACKNOWLEDGEMENTS

I would like to thank everyone who helped me navigate the world of graduate school with support and encouragement.

To my family- Thank you for being there for me every step of the way. I could not have gotten through this experience without everything you have done for me. You have supported me through everything I have done, and I could not be more grateful.

To Dr. Charles Eberly and Dr. James Wallace- You took a chance on an average student and saw what I was capable of even when I didn't see it myself. I have learned so much from you every day. You opened my mind to a world of new ideas and possibilities. I would not be the same person without the CSA experience you have created for me.

To Kimberlie Moock- Thank you for everything you taught me. Working with you was the year of a lifetime. You provided me the tools I needed to be in the "real world" and admire your passion and drive.

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CHAPTER I

INTRODUCTION

Some critics have accused them of trying to push their moral agenda through liberal bias, some have accused them of being communists, using phrases such as “red as overripe tomatoes” (p. 24) and others have called them “closed minded professors who turn their students into socialists, atheists, race-baiters, and sex-crazed narcissists” (Shapiro, 2004, p.1). National statistics show that an overwhelming majority of college professors across the country are liberal, and critics of the university system have suggested that this imbalance between liberal and conservative might be having an affect on college students, whether intended or not.

According to a poll conducted of Ivy League professors and administrators, 84 percent voted for Al Gore in 2000, as opposed to nine percent who voted for George W. Bush. Fifty-seven percent identified themselves as Democrats while only three percent identified themselves as Republicans (Bartlett, 2003; Shapiro, 2004; Smallwood, 2002). At the University of Colorado at Boulder, 184 out of 190 professors in the social science and humanities departments self-identified as Democrats in 1999 (Bartlett, 2003; Shapiro, 2004). Professors who self-identified with the Democratic Party outnumbered Republican professors eight to one in humanities and social science departments (Bartlett, 2004; Ewers, 2004). Despite these statistics, only 28 percent of students reported that a staff or faculty member has ever personally talked with them about political engagement, which held true across the political spectrum (Ruzik, Chackman, & Rasinen, 2005).

According to a study conducted by the Higher Education Research Institute at the University of California, Los Angeles, 51.9 percent of over 40 thousand professors

considered themselves far left or liberal (Lederman, 2005). Only 19.5 percent of the professors self-identified themselves as conservative or far-right.

Principles of academic freedom protect the professors' right to say what they want as a private citizen, but the judicial system has been reluctant to get involved with cases involving academic freedom in the classroom. In fact, the United States Supreme Court has never issued an official ruling on professors' First Amendment rights in the classroom, but instead concluded that classroom activity, and the right of a teacher to choose his or her own teaching method, is more protected by academic freedom than the right of an institution or department to control classroom speech. An example of a case in which the courts became involved with curriculum is *Edwards v. Aguillard*, 482 US 578 (1987). In this case, the court determined that cases concerning curriculum (e.g. whether to teach evolution or creationism) could be heard, but not those concerning the communication rights of teachers themselves (Kaplin & Lee, 1995).

D'Souza (1991) wrote that universities in general were not meeting the developmental needs of students, but instead were teaching them to question authority, disobey rules, and that "all knowledge can be reduced to politics and should be pursued not for its own sake but for the political end of power" (p.229). Other observers have also stated that American students are learning to be tolerant of physical differences among people, but are in fact becoming more closed-minded and intolerant of differences in beliefs, thoughts, and attitudes (D'Souza, 1991; Kimball, 1990; Kors & Silvergate, 1998; Marklein, 2003; Shapiro, 2004).

In regard to political beliefs on the classroom, Stanley Fish (2004) suggested to fellow faculty members to

do your job; don't try to do someone else's job, as you are unlikely to be qualified; and don't let anyone else do your job. In other words, don't confuse your academic obligations with the obligation to save the world; that's not your job as an academic; and don't surrender your academic obligations to the agenda of any non-academic constituency. In short, don't cross the boundary between academic work and partisan advocacy (p. 1).

Fish also continued to explain that academics do not necessarily need to abstain from being political in every sense, but that when engaging the subject it should be appropriate to the responsibilities of their area of study.

Fish (2003) wrote "no university and therefore no university official should ever take a stand on any social, political or moral issue" (p.1). This quote was in response to the president of an institution in New York speaking out on the war in Iraq in 2003 who said he did not want his university "to be led, like so many universities in America, by presidents who are so concerned by fundraising needs that they have no public opinion on anything that matters" (p.1). Many who disagree with this philosophy believe that university presidents are citizens who have the right to express themselves, but when they speak in their official capacity the content of their speech should focus on academic matters.

According to Horowitz (date of publication goes here), author of the Academic Bill of Rights and founder of Students for Academic Freedom, "diversity may be one of the contemporary university's most cherished values but university officials...have interpreted diversity to mean anything but a plurality of viewpoint...what is knowledge if it is thoroughly one-sided, or intellectual freedom if it is only freedom to conform? And

what is a “liberal education” if one point of view is for all intents and purposes excluded from the classroom? How can students get a good education if they are only being told one side of the story” (p.1).

Purpose of the Study

The purpose of the present study was to examine differences between professors who identified politically as conservative and those who identified as liberal or progressive, and those who identified as middle of the road, and the impact of their political beliefs on their teaching philosophy and personal experiences. This study also examined faculty participant views of the First Amendment and academic freedom in the classroom.

CHAPTER II

REVIEW OF LITERATURE

Freedom of Speech

Educators and those in the legal profession define the term, “academic freedom,” differently, which explains some of the controversy in the courts. Educators understand academic freedom as “the custom, and practice, and the ideal, by which faculties may best flourish in their work as teachers and researchers” (p. 299), while lawyers and judges define it as “a catch-all term to describe the legal rights and responsibilities of the teaching profession” (Kaplin & Lee, 1995, p. 299). Other definitions of academic freedom are “academic expression or job-related speech” (p. 311) and “the right of the teacher to teach, and the student to learn” (Tedford & Herbeck, 2001, p. 311). The freedoms to teach and to learn, according to the American Association of University Professionals, are inseparable (Horowitz, 2002).

The landmark case that brought academic freedom and the First Amendment together was *Keyishian v. Board of Regents*, 385 U.S. 589 (1967), which allowed teachers the right to express themselves in their classroom (Kaplin & Lee, 1995; Tedford & Herbeck, 2001). The courts have said, however, that just because academic freedom and the First Amendment are tied together, does not make an institution or instructor immune from the repercussions of violating that right.

Many justices on the United States Supreme Court have been involved with the shaping of higher education law based on cases presented before the court. With the retirement of Justice David Souter in June 2009, much attention has been paid to his influence in the sphere of academic freedom. He may not have personally written any

judgments directly, but was involved with concurring and dissenting opinions of his colleagues. According to Saunders, Justice Souter strongly believed that student' claims of first amendment objections "were simply outweighed by the university's traditional autonomy to shape its academic mission" (2009, p. ?). In the case of *Garcetti v. Caballos* (2006), Souter wrote that based on the court's determination that classroom speech was outside the realm of academic freedom, he could only hope that the decision would not jeopardize the protection of teachers who are within the scope of their official duties (Saunders, 2009).

Differences of opinion regarding academic freedom in the classroom have come down to philosophy at its basic core. Kors and Silvergate (2001) referred to John Stuart Mill's *On Liberty*, in which Mill wrote about the difference between freedom of opinion and freedom of expression. Mill wrote "If one took the notion of temperate and fair discussion truly seriously, what ought to be banned would be arguments that stigmatized one's opponents as bad and immoral men" (p. 110).

Researchers have argued, however, that the university is not in fact a place primarily for free expression of ideas. Fish (2003) argued, "The university is primarily a place for teaching and research. The unfettered expression of ideas is a cornerstone of liberal democracy; it is a prime political value. It is not...an academic value and if we come to regard it as our primary responsibility, we will default on the responsibilities assigned us and come to be what no one pays us to be- political agents" (p.1). Specific events and circumstances are suitable for discussing and airing controversial matters so long as they are extracurricular. Such situations might be teach-ins, panel discussions, or student rallies. Although these events are valuable and interesting, they are not

necessarily meant to be the purpose of the institution. The line between academic and political agendas is not always clear or easy to define, but this line can be tested by asking if a particular decision has been made based on educational grounds.

Political Divide

Part of the argument conservatives make against the liberal domination of the university system is that the faculty claim to support freedom of speech and thought, but do not in fact always stand by that claim. Complaints are made nationwide every day by students who have been harassed, or penalized by their professors for openly expressing opposing viewpoints in the classroom. A poll conducted earlier in 2004 by the American Council of Trustees and Alumni found that one in five students had complaints about instructors who created negative environments for students with specific political views, and nearly 50 percent of the participating students said their professors frequently commented on politics in the classroom (Ewers, 2005; Nielsen, 2004). This same study also reported that 29 percent of students felt it necessary to agree with a teacher in order to receive a good grade (Nielsen, 2004). Mark Baurlein, a professor at Emory University, explained "On campuses, conservative opinion doesn't qualify as respectable inquiry" (Ewers, p.34).

D'Souza (1991) suggested that this political divide in academia was perpetuated, in part, by the more partisan nature of the national government and that the ideological middle of the political spectrum has become more polarized in general. He further theorized that this often makes choosing one side over the other a challenge in the case of disagreement, as both may have valid arguments. The Higher Education Research Institute at the University of California, Los Angeles found that the number of professors

who fell in the middle of the political spectrum dropped 40 percent between 1990 and 2005 (Lederman, 2005).

According to a poll conducted of Ivy League professors and administrators, 84 percent voted for Al Gore in 2000, as opposed to nine percent who voted for George W. Bush. Fifty-seven percent identified themselves as Democrats while only three percent identified themselves as Republicans (Bartlett, 2003; Shapiro, 2004; Smallwood, 2002). At the University of Colorado at Boulder, 184 out of 190 professors in the social science and humanities departments self-identified as Democrats in 1999 (Bartlett, 2003; Shapiro, 2004). Professors who self-identified with the Democratic Party outnumbered Republican professors eight to one in humanities and social science departments (Bartlett, 2004; Ewers, 2004). Despite these statistics, only 28 percent of students reported that a staff or faculty member has ever personally talked with them about political engagement, which held true across the political spectrum (Ruzik, Chackman, & Rasinen, 2005). According to a study conducted by the Higher Education Research Institute at the University of California, Los Angeles, 51.9 percent of over 40 thousand professors considered themselves far left or liberal (Lederman, 2005). Only 19.5 percent of the professors self-identified themselves as conservative or far-right.

Nearly four years later, these statistics appear to have changed quite a bit. According to the Chronicle of Higher Education Almanac, research showed that during the 2008-2009 academic year, 55.8 percent of professors identified themselves as far left or liberal, whereas 15.9 percent identified as far right, or conservative. A higher percentage of professors consider themselves more middle of the road, with 28.4 percent who remained centered.

Several theories have been put forth suggesting differences between Republicans and Democrats. Wiener (2005) wrote on innate differences between conservatives and liberals. He wrote that "Republican brains tend to be better at creative accounting, while Democrats are better at postmodern theory" (p. 8). Leo (2002) proposed that progressives lean toward professions related to helping and working with other people and conservatives tend to lean toward careers in business and finance.

Morphew (2005) offered yet another interpretation to this concept. "[P]erhaps college professors are more likely to identify with the Democratic Party because its' values are consistent with the traditional values of the academy." His claim may also be supported by evidence suggesting the idea that Republicans may be more challenged when it comes to intellect than Democrats. In the 2004 presidential election, the 16 states with highest per capita IQ scores all voted for John Kerry (Douglas & George, 2005). Bartlett (2005) also suggested that religious conservatives may not be interested in working in academia if they do not believe in the scientific method (Bartlett, 2005).

Another explanation is that many of the liberal student activists from the 1960s are currently holding positions as university presidents, provosts, deans, and student affairs administrative positions. Donald Kagan, Dean of Arts and Sciences at Yale University, referred to this phenomenon as a "revolution from the top down" (D'Souza, 1991, p.15).

In 2003, the United States Congress considered a bill requiring public institutions to develop and abide by regulations on political indoctrination in the classroom (Mendel, 2005). The Kingston Bill, also known as Concurrent Resolution 318, expressed the sense of the Congress that American colleges and universities should adopt an Academic Bill

of Rights to secure the intellectual independence of faculty members and students and to protect the principle of intellectual diversity.

Despite the failure of this bill in the United States Congress, different articles reported that between 16 and 24 states have adopted some form of the bill (Fisler & Foubert, 2006). According to Erlich and Colby (2006), the government involvement through legislative means has not been successful "It is a solution that inherently calls for less, not more, debate...It casts the issue in negative terms...the effort itself would be destructive to the goal of civil discourse across ideological boundaries" (p. 2).

In 2005, an amendment was considered by the United States Senate to re-authorize the Higher Education Act of 1965. The American Association of University Professors did not support the amendment because unacceptable language dealing with academic freedom was included in the version passed by the United States House of Representatives earlier in that same year (Smith, 2005).

Students

Horowitz, a political activist, created a document titled "The Academic Bill of Rights" (Students for Academic Freedom: Mission and Strategy). The purpose of the document was to attempt to address and sort out alleged indoctrination on college campuses. According to the Academic Bill of Rights,

the central purposes of a University are the pursuit of truth, the discovery of new knowledge through scholarship and research, the study and reasoned criticism of intellectual and cultural traditions, the teaching and general development of students to help them become creative individuals and productive citizens of a

pluralistic society, and the transmission of knowledge and learning to society at large (p. 7).

This language is identical to that of Concurrent House Resolution 318, and addressed the concept and practice of academic freedom and put forth eight principles for universities to follow to protect the intellectual independence of faculty and students.

Horowitz is also the founder of a national organization known as Students for Academic Freedom (<http://www.studentsforacademicfreedom.org/>). The mission of this conservative student group, with chapters on more than 100 campuses across the country, states the following.

1. To promote intellectual diversity on campus;
2. To defend the right of students to be treated with respect by faculty and administrators, regardless of their political or religious beliefs;
3. To promote fairness, civility, and inclusion in student affairs; and,
4. To secure the adoption of the Academic Bill of Rights as an official university policy.

Students are also able to post experiences with professors on the Students for Academic Freedom website. In response to one of the postings, a class of students wrote,

Since when did teaching and opinions become mutually exclusive? Professors gain their doctorates not only to gain expertise in their subject matter, but also to qualify their opinion, which could not possibly be eliminated from their teaching. It is ironic that this issue should surge at a time when conservatives control both the legislative and executive branches of our government....it would do good to

remember that a few partisan comments does not indoctrination make” (Krigman, p.2).

Many students choose to express their opinion on the subject through the use of political blogging. Eliza Krigman (2005, May 5), a student at a large Midwest, Big Ten institution, wrote in one entry on her www.campusprogress.com blog

I was dismayed and angered by the...article that supported the lofty accusation that [institution] professors are guilty of indoctrination teaching, which is simply not the case...As a senior, I have found that professors here are very loyal to teaching their subject matter and do their best NOT to express their personal opinions.....I find the entire mission of those behind organizations such as Students for Academic Freedom and Noindoctrination.org hypocritical and manipulative...When students do complain about political indoctrination it is frequently an attempt to use the attention as a soap box to express their own political views.

There are also internet sites where students can name their professors who take advantage of their right to say whatever they want and their right to subjective grading. The sites, such as www.noindoctrination.org (n.a., 2005; Wright, 2004) and www.shadowuniv.com (Kors & Silvergate, 1998), contain stories of students who have allegedly received lower grades or been treated unfairly by professors whose opinions they openly disagreed with in the classroom. Students can cite their professors by name on the websites and rank their perceived level of bias.

At a large Midwestern, Big Ten institution, students disagreed with Krigman. In the daily student paper, the president of College Republicans wrote “It is our opinion that

[institution] does not do enough to encourage academic diversity” (Rupani, 2005, ¶ 3).

This institution was preparing to vote on whether or not to adopt the Academic Bill of Rights in order to encourage the university to promote more discussion. A professor of political science responded to the student discussions on the topic commenting that “the biggest change is not the composition of professors but in the growing willingness to question what is believed to be fact” (Rupani, 2005, ¶ 4).

In 2002, the Center for the Study of Popular Culture launched the Campaign for Fairness and Inclusion in Higher Education, which was a sort of pre-cursor to the Academic Bill of Rights (Horowitz, 2002). The campaign urged university administrators to follow five methods to address their concerns.

1. Look into possible political biases in the hiring processes of both faculty and staff and to look for opportunities to fairly incorporate under-represented mainstream perspectives
2. Look in to political biases in selecting commencement speakers to fairly incorporate under-represented mainstream perspectives
3. Look in to possible political biases in the allocation of student funds for programming to incorporate underrepresented mainstream perspectives
4. Institute a policy prohibiting campus speakers, meetings, or literature sponsored by campus organizations from being treated unfairly.
5. Adopt a code of conduct by which faculty must welcome various viewpoints and to not use the classroom as a time for political activity.

Horowitz (2002) complained that the hope of these efforts to lessen political indoctrination at universities may be perceived as useless by many because they are

speaking to an audience which helped create the problem at hand. He disagreed, reasoning because “we believe that the principles of fairness and inclusion resonate so deeply with the American people and the American character that they will find a response in the university community” (p.2).

Although the majority of faculty members hold liberal political tendencies, research show that today’s students are actually becoming more conservative. The College Republicans increased in the number of chapters by 739 between 1998 and 2004, whereas the number of College Democrat chapters decreased by approximately 300 during the same time period (Cloud, 2004).

Students were less supportive of environmental issues, abortion rights, and liberal tax plans in 2003 than in 1992, according to a study conducted by the American Council on Education (Cloud, 2004). This same study found that students tended to hold more liberal views, specifically legalization of marijuana and same sex marriage laws, but were more conservative than their parents’ generation on taxes and affirmative action. In addition, students were defining their political beliefs issue-by-issue and election-by-election rather than actively affiliating with either the Republican or Democratic parties.

Students are also coming to college more firmly committed to their values and beliefs than in the past. According to Fisler and Foubert (2006), 49.7 percent of college freshman have participated in some form of protest or fight for change in high school and 63 percent felt that dissent was essential to the political process. The other 36.4 percent of freshmen think it is important to keep up with political or current affairs.

According to a survey conducted by the American Council of Trustees and Alumni, 74 percent of students felt their professors say nice things about liberals and 47

percent bash conservatives (Ambrose, 2004). The same study found that 49 percent of students said professors bring up politics even in classes that have nothing to do with politics. Another 29 percent felt that they need to agree with professors' political beliefs in order to get good grades.

Students may or may not follow in the political footsteps of their professors. At Brandeis University, some students embraced these ideas and created an Activist Resource Center, which serves as a clearinghouse for demonstrations, protests, rallies, marches, and other events in the community and nationally (Ryan, 2004).

Horowitz (2002) wrote "political indoctrination in the classroom and the exclusion of conservatives from college faculties are violations of academic freedom and to the very concept of a liberal education" (p.1). Statistics only offer numbers and cannot tell specifically how, or if, political beliefs enter the classroom. Quantitative studies cannot explore the intentions of a professors' mind. No doubt many professors enter the teaching profession in order to pass on their knowledge and ideas, yet it is still a far reach to call the liberal domination of academia a conspiracy. Ruzik, Chackman, and Rasinen (2005) found that 65 percent of students felt that their college was receptive to discussing various political beliefs, and Bartlett (2003) found that 50 percent of the general public believed college professors to be more liberal than they actually consider themselves to be.

History and Philosophy

By looking at the history and evolution of higher education, one can see that liberally inclined professors have always dominated universities. Part of the intended purpose of universities is to understand, question, improve, and create knowledge. The

goal of higher education has always been to challenge students to question authority. Campus radicalism initially came under scrutiny in the 1930's and has been present ever since (Shapiro, 2004). According to Evans (2002), a professor at Duke University, "In seeking faculty, universities look for people who can analyze and discuss matters of some complexity, who are unafraid to challenge the wisdom of simple solutions...people like that usually vote for Democrats" (p. 1).

Many researchers have questioned the idea of what the purpose of higher education should be. Fish (2004) wrote, "it is appropriate to discuss political ideas that relate to the academic mission (e.g. curriculum, department leadership, the direction of research, the content and manner of teaching, establishing standards), everything that is relevant to the responsibilities [one] takes on when accepting a paycheck" (p.1). He also explained that

performing academic work responsibly and at the highest level is a job big enough for any scholar and for any institution...it does not seem to me that we academics do that job so well that we can now take it upon ourselves to do everyone else's job too...If we aim low and stick to the tasks we are paid to perform, we might actually get something done... Teachers should teach their subjects. They should not teach peace or war or freedom or obedience or diversity of uniformity or nationalism or anti-nationalism or any other agenda that might properly be taught by a political leader or a talk-show host. They can and should teach about such topics...when they are part of the history of philosophy or literature or sociology that is being studied (p.2).

The only virtues that professors should address in the classroom are those that are intellectual virtues- thoroughness, perseverance, and intellectual honesty.

Others in academia argue that higher education should also be in the business of forming character and fashioning responsible citizens (Fish, 2004). The presidents of approximately 500 universities and colleges issued a declaration of the Civic Responsibility of Higher Education, which called for “colleges and universities to take responsibility for helping students realize the values and skills of our democratic society” (Fish, p.1). Derek Bok, former president of Harvard University, strongly urged colleagues to “consider civic responsibility as an explicit and important aim of college education” (Fish, p.1) but responses suggested that although this is a fair and reasonable question, discussion and answers are not appropriate content for an academic course, unless it is the study of higher education itself. The reason is that this question brings up a political issue because

universities could engage in moral and civic education only by deciding in advance which of the competing views of morality and citizenship is the right one, and then devoting academic resources and energy to the task of realizing it. But that task would deform (by replacing) the true task of academic work: the search for truth and the dissemination of it through teaching (Fish, p.2).

In the 1960's at the University of California, Berkeley, the faculty union defined their goals as follows: “to work to change America's foreign policy by fighting militarism; demand that automobiles be banned from the campus and that parking structures be torn down; to speak out strongly in favor of student rights” (Fish, 2003, p.2). During this period, the Free Speech Movement was active but these goals left many

conservative faculty members feeling left out as they did not see the point of paying dues to an organization dedicated to political interests with which they did not agree.

According to John Henry Newman, the idea of a liberal education should enable students to “view many things at once as one whole, of understanding their true place in the universal system, of understanding their respective values, and determining their mutual dependence” (D’Souza, p.23). It is this knowledge and understanding of the world by which a students’ development is judged through implying that these are the qualities that quality members of society possess.

The Association of American University Professors Statement of Principles, written in 1940, stated the following.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning (www.aaup.org).

CHAPTER III

METHODOLOGY

The methodology used for the purposes of this research was a case study. This design was chosen because it can help strengthen our understanding of real life (Soy, 2006). Case study methodologies permit the exploration and description of phenomena already in progress.

Research Participant Selection

Potential participants were identified by requesting names from current undergraduate student leaders and recent master's graduates of the university. Specifically, students were asked to identify professors who they believed to have strong political leanings. A total of 20 letters requesting participation (Appendix A) were sent to the professors identified explaining the nature of the study, how their name was obtained, and an assurance that every effort would be made to maintain their confidentiality throughout the study. Those who responded affirmatively to the participation request formed a convenience sample, as there was minimal ability to ensure the sample was fully representative of the campus population (Simon, 2002).

The sample included two professors at Eastern Illinois University who openly self-identified as conservative or were registered Republicans and two professors who openly self-identified as liberal, progressive, or were registered Democrats. A fifth interview was conducted with a conservative professor, but due to technical complications this professor's participation was not included in the sample. A sixth interview was scheduled but the professor failed to show up to the meeting, and two responded to the request as unable to participate.

Participant Descriptions

Conservative A was a tenured male professor from the Math and Science Department, who self-identified as a moderate conservative. Conservative B was a female professor of Education, who self-identified as conservative on the political spectrum. Liberal A was a female professor of Family and Consumer Sciences. Liberal B was a male history professor. Both professors who self-identified were moderate liberal.

Data Collection

Unstructured interviews were conducted during spring of 2006 with the professors who responded affirmatively to the participation request. The purpose of using interviews for qualitative research, such as this present study, is to “make sense of people’s actions in naturalistic settings” (Heppner, Kivlighan, & Wampold, 1999 p.258). The interviews were unstructured to allow the researcher to further explore responses in-depth and to ask follow-up questions for clarification and explanations (Heppner, Kivlighan, & Wampold, 1999). The researcher reserved the right to ask for a shorter, follow-up interview if more information was needed following the initial interviews. Potential limitations to the individual interviews component of the study would be inaccurate self-disclosure from participants, dishonesty, or lack of willingness to share their experiences.

Data Analysis

The data collected from participants was studied using cross comparative analysis (Heppner, Kivlighan, & Wampold, 1999). Similarities and differences were explored in responses and compared to identify themes among the respondents’ beliefs.

CHAPTER IV

FINDINGS

The purpose of the present study was to examine differences between professors who identified politically as conservative and those who identified as liberal or progressive, and those who identified as middle of the road, and the impact of their political beliefs on their teaching philosophy and personal experiences. Despite differences in personal beliefs, a common theme among participants was a commitment to the education and experience of their students.

Participants were asked to describe their personal philosophy on teaching and their approach to engaging college students. The professors who self-identified as liberal utilized more interactive and open-ended teaching styles. Techniques such as discussion, allowing time for questions, and encouraging real-life application on the material were used more frequently.

(Liberal A) I guess the closest I would come its that I like to give students examples that they can live up to, why do things work this way, ask a lot of questions...my classes are very discussion intensive.

(Liberal B) We try to engage the students as much as we can, and be respectful. I think going in with a good positive attitude and expecting the best. We do a lot of teaching theory and tying that to practice then. I want them to leave class knowing how to apply the information, not just memorizing facts.

On the other hand, professors who self-identified as conservative employed greater self control in their classrooms. They reported adding more structure to the contents and a focus on imparting information rather than having interactive discussions.

(Conservative A) Basically I am an old fashioned teacher, I lecture; conduct my class in almost a ritualistic way. It works around here. Straight information.

(Conservative A) To be the best, it's almost like a commercial, be the best teacher that you can possibly be and I'm going to do everything in my power to make sure you are a good teacher, or change your major. If you're going to be lazy or trite, I don't want you to be one of my students. So my philosophy is I want you to be the best out there that you can possibly be.

In addressing with participants how they feel about teaching a point of view with which they do not agree, nearly all agreed it is imperative to share varying viewpoints with their students.

(Liberal A) I actually like to do that for the simple fact that it encourages me to think carefully, how to present a point of view I don't agree with so students can understand this, and more important, I need to understand it to teach it.

(Liberal B) I feel like we have the responsibility to do that. We have to provide the information and we have to be objective about the information. I actually adamantly disagree with people that aren't able to teach all different information and be objective about it.

(Conservative B) I think as an instructor, I have the right, the obligation to show...people argue about different philosophies that I think the students should be at all the different viewpoints and they can decide. I don't want to put my own agenda in [subject] it's not fair, they have their own biases.

They may qualify statements with stating what is their opinion and what others have written, however only one professor held firm in their belief not to teach the other point of view.

(Conservative A) Well I don't necessarily ever teach a point of view I don't agree with. I mean, I'm not going to stand in front of my students and say something I believe is not true. Kant said 'I often do not express my own view but I never say anything I disagree with as my view point.' I agree with that.

A particular example of homosexual marriage was used as an example by two participants in this study. In one case, it may be argued that the political nature of the topic is relevant to the topic of study in the classroom.

(Liberal B) Gay and lesbian comes up a lot. I say to them [my students] you don't get to choose which families you work with. So you can't say I don't believe in divorce, I'm not going to work with kids [from divorced families] in my classroom. You don't do that with gay or lesbian parents either. That's just how it is. If you can't be tolerant of various family styles, go be a mechanic or someone that doesn't work with families. You have to put your personal views aside.

Whether or not the topic of discussion was relevant to the course, how they promoted or opposed politically sensitive ideas in classrooms was based on personal beliefs and made a difference as well. Participants agreed that such subjects may need to be addressed with sensitivity, so as not to offend their students. Examples of participants' responses included the following.

(Liberal A) I say to students, here is a topic that we disagree on...what I want to know is not...what side are you on, but why we disagree. What is the fundamental disagreement, not who is on what side, but why we disagree. That way it helps us have a civil discussion about it. That is touchy, sometimes emotion overwhelms, even when you say to people, don't worry about so and so, just tell me why. Try the best you can, you're not always successful but you can try.

(Conservative B) Politics play a part in every single thing that we do, so they come up a lot. I feel like it is my responsibility...I try to put them right there. I don't shy away from controversial topics. What I tell them is I don't necessarily feel like I need to change their beliefs...I want them to know what they believe and why they believe it. As an educated person, you can't make decisions and have beliefs without having factual information.

(Liberal B) I avoid sensitive ideas in class. It's a [subject] class and it doesn't have a place for politics.

By allowing for discussion on sensitive subjects, professors can also be challenged by student comments in the classroom. Participants were asked to share how they responded

to comments by students in their classroom that were clearly similar or clearly different from their own personal beliefs.

(Liberal B) I don't think I handle them any differently than I would viewpoints that are against my beliefs. I don't mind arguing, I don't mind debating, or discussing a friendly discussion. And actually I try to do that, I put them in small groups and get them to discuss their beliefs and why they believe that.

One participant commented not only on his personal habits with students, but also on how his personal interactions with professors influenced his methods.

(Conservative B) Well, I do express agreement; you know I am not what you call a wishy-washy person. If somebody says something I agree with, I say I agree...if somebody says something I don't agree with, I pretty much say I don't agree. If a professor says they don't have a point of view, I think it's a reflex. All my professors had strong points of view, so I do too. They aren't necessarily my view but that's one thing I took away [from my own education].

Some professors were open to sharing their views in the classroom and opening themselves up to their students. Others, however, preferred to keep their classroom free of bias by keeping students unaware of their personal opinions and beliefs. They accomplish this by presenting multiple points of view as though they are all equally valid, and with equal passion. For example, Liberal A responded, "I suppose a student could leave my class and have an idea what my views are but I try really hard to be respectful and discuss other views."

Conservative A actually asked her students what they had heard regarding her views, and found himself the focus of great attention in the process. She shared the following story.

(Conservative A) I have twice in my whole career asked if they have heard anything about me, whether I was right wing or left wing. One class a long time ago thought I was left wing and today, in the last week, I asked the same question and nobody said anything. Then one guy raises his hand and I said, "Oh thank heavens, finally someone has heard that I'm an extremist." He said "No, I have a question." He said, "What's an extremist?" One girl had heard something about me regarding 9-11 and jihad. When that happened a few days later it started coming out, all about me, headlines. And further the front page of the local paper, calling me stupid, which I do not care about one way or another...one person said that people wrote editors to the paper saying the wouldn't give the school any more money if I was teaching here.

After having discussions and lessons through the semesters, students were ultimately graded based on many factors of the course. Participants of all political persuasions said that they tried to be fair in evaluating students, regardless of the points of view expressed the following.

(Liberal A) It was tough at first but what I realized its not really fair...analyzing work is important because if you really want to be someone's friend, you have to be honest...I always fold over the first page so I can grade it and then look back and say, "Oh, that was so and so.

(Liberal B) There are times that students give information based on beliefs rather than facts or research. I loose my patience with that pretty quickly. It could appear that I'm grading based on their beliefs. I wouldn't put up with that if their beliefs were the same as mine though either. If you're going to say things, you need to back it up, not just give me a paper on beliefs.

Students are not only graded by their professors in each course, professors are evaluated by their students as well. Two comments were made regarding course evaluations by participants.

(Conservative B) I taught University Foundations, and one of the students had written (name, co-instructor) tends to be at times a left winger, and doc (they call me doc) tends to be a right winger. I thought good, they've got a balance in class.

(Conservative B) They have said sometimes it seems like you're a little too conservative, but I respect that. I'm the boss, this is not a democracy. I'm in total control of my classroom.

Although the bulk of the research dealt with interactions between professors and students in the classroom, on occasion there appeared to be larger dynamics at play. How a professor approached sensitive subjects may be a direct result of the nature of their department and diversity among colleagues. It was possible to gain a snapshot of a campus by what participants perceive to be the environment in their respective departments.

(Liberal A) I think I've been more surprised in terms of how collegial everyone is. I think there are some sort of subtle differences in how we think about things...but I think there is a commonality...so it transcends differences. Everyone seems to engage in a slightly different way.

(Liberal B) I would say our department is pretty traditional. We have people that are very comfortable discussing religion and some of their beliefs but then there is this current that runs through that tends to be about things like giving families choices, which is very left. It's not conservative. Our interest in families having rights and individuality tend to be more left, but a lot of people identify themselves as being Republican, conservative. It's an interesting realm.

(Conservative B) Very liberal, since I'm referred to as a right-winger. I'm a Goldwater Conservative. They are left wing; some even tend to be socialist. My colleagues are well versed and I know I'm not going to change their minds and they're not going to change my mind.

(Conservative B) Usually there are a few little arguments, but they're on a professional basis. When I first came here, one of the professors asked me about my politics. I told him I was a Goldwater conservative. He about had a heart attack. His exact words "a great university like...would hire somebody like you?" I said, "Well, I'm your token Republican."

There was some disagreement, however, among participants on the environment of the campus as a whole. One liberal and one conservative participant both agreed that the faculty seemed more liberal in the broader community.

(Liberal B) It seems a little liberal to me, just from what I read [in the] listserv for the [faculty] union. I would say that the faculty at large is not as conservative as we might be in this area, but I'm not sure.

(Conservative B) Very liberal, democratic. More so than socialist, but we have a few people who are probably anarchists...there are a number of republicans, a number of conservatives but you don't hear much about them. They just don't get involved in the political climate.

In contrast to the perceptions of participants regarding teaching staff, all of the participants agreed that the political views of the students on campus tend to lean in the opposite direction.

(Liberal A) The students that I teach tend to be a little more conservative, slightly on the conservative side. This is a very, very conservative school.

(Conservative B) It's interesting, the students I have in [subject] tend to be more conservative in their ways, it's just interesting since the teachers union * is kind of liberal. I do a lot of workshops in the state and around the country; they tend to be conservative, GOP style. But I guess they just don't speak up. The ones you hear all the time, see in the papers, carrying signs and stuff, it's always the same ones, and that's fine if they like to do that. It's good exercise.

(Liberal B) Students are pretty conservative. I think we get a lot of students from smaller towns. I don't know that they're anything; I just think they're just not aware basically. I think they have firm beliefs but often those beliefs are what they've been taught in their church or in their

family. And that's a good thing, beliefs are good. But then I'm hoping when they get here, they'll learn about the background of issues and things.

The academic environment on a college campus is not limited to the classroom itself. Professors have frequent interaction with students outside of the classroom, during office hours, study groups, and campus activities.

(Liberal A) I had one incidence last year that pretty much was the result of a class discussion...I completely understood the students concern but it wasn't so much oh wow, it was just that the student didn't particularly understand what I said. I talked to the student about it; I didn't bring it up to the class again. It was one of those situations where I could easily have seen someone take it out of context.

(Conservative B) They come about science, creationism, etc. And I'm not trying to sway them over, they asked me and this is what I believe and as a science, [and my subject] is a science. As a Christian, I'm torn. I want to do more about the good life, but I feel like I can't in a classroom situation. I was not hired to do that. I want to be fair to my students. All the theories should be presented and students should be able to decide for themselves.

(Liberal B) I've had people come in to talk to me about euthanasia, from my * class. Their feelings about that and they're upset about that. The subject matter that we deal with is so personal. I just had somebody come ask me about abortion. We kind of talked through everything, and then my

student said, "Well I disagree with abortion, its murder" and I don't know what to say to her. And I of course have the opposite belief; I felt maybe it's the best thing for her. So it was very interesting to try to stay objective, I wanted to say that's not what she needs to hear. But I told her to try to talk to her in a way that's not gonna make her feel guilty if she does it, or that you agree with her, or that she's not doing it just to please you. It was hard.

None of the participants had ever been involved in a conflict with students or fellow staff members in which a mediator or third party needed to be brought in to resolve the situation. The same was not always the case for conflict between other professors. Conservative professor B commented on having joined the liberal dominated faculty union.

(Conservative B) Very few conservatives belong to the union. I do object to them taking money from my union dues here and putting them toward political action...because I don't have any say. If the union decides that it's going to back Blagojevich, say were going to take certain percentage of your dues for that, I object to that because I didn't vote for Blagojevich and I'm not going to vote for him in the future. I think I ought to have a say. Let my money go to someone I support, but no, it's all or none. It still comes up every year, it's re-filed every year. That's why I joined the union. I figured if I can't win, I should fight from the inside. For the most part, there are a few people who I think probably don't care for me or my philosophy but that's their problem.

In the closing of their interview to address the subject on a broader level, one participant said, "I think people can be whatever they want, this is America last time I looked. We can have our own beliefs, just don't force them on these young people or say this is the only way. Students should be able to make up their own mind what their philosophy is."

CHAPTER V

DISCUSSION

Indoctrination at the core can be irrelevant political commentary by faculty or biased evaluation of students. The third aspect of indoctrination is the creation of one-sided or misrepresented programs. These programs tend to be planned and marketed by student affairs professionals, so the issue is not only relevant to faculty but administrators as well.

It is important to consider the reasons why academia is dominated by liberal ideas and personalities. Rather than suggesting there is a bias among academics, some critics believe that “academia is liberal because...academics operate in a scholarly context ...and tend to weigh all sides of an issue and consider the validity of all viewpoints” (Smith, 2009). On the other hand, conservatives tend to view their world from a faith-based perspective, with a priori knowledge. This concept tends to be in contrast to the mission of the academic world. On a campus that participants agree leans conservative, students may have misunderstandings of professors’ intentions in grading and classroom discussion.

(Liberal B) Students are...not aware basically. I think they have firm beliefs but often those beliefs are what they’ve been taught in their church or in their family. And that’s a good thing, beliefs are good. But then I’m hoping when they get here, they’ll learn about the background of issues and things.

Fisler and Foubert (2006) suggested four ways for administrators and faculty to approach ideological debate on campus. The first thing to do is self-reflect. It is important for both individuals and institutions to think through values and beliefs in an

effort to be aware of biases that may be held unknowingly. On an institutional level, programming should be content driven rather than driven by an agenda. Academic Affairs administrators also need to make clear expectations of faculty members in regard to priorities. They need to feel connected to the mission of the institution and know whether they are expected to hold teaching or research as their top priority. The university should also focus on helping staff and students understand that “politics play a role in everything we do” (Int. 3). A humanities professor explained her philosophy as “I don't necessarily feel like the need to change [students] beliefs...as an educated person, you can't make decisions and have beliefs without having factual information” (Int. 3). At the core of higher education is the educating students and providing them with tools to think and do for themselves as they progress through their lives.

Second, the institution needs to clearly articulate the expectations of students. Mission statements and other such documentation needs to be made available, whether through websites, publications, orientation programs, or other venues. Administrators and faculty should be on the same page and be clear about values they hope to teach their students, as well as evaluation criteria.

Third, the students need to truly understand the learning process. The institution needs to explain values and how to deal with differences of opinion. Meeting a diverse group of individuals on a college campus, students need to learn how to disagree without being disagreeable. The other aspect of understanding the learning process means it will be necessary to educate faculty and staff on how to deal with complexities and a variety of opinions in their classroom and departments. Professors should be entitled to their opinions, as they have attained a level of education and their teaching position for what

they can bring to the campus. If a professor says he or she does not have a point of view, it may be a reflex response to a difficult topic. All professors in the present student had strong points of view.

Finally, the institution needs to promote courage and civility. One way to do so is to encourage everyone to use the step up, step back method, or to say what you have to say, express yourself, and get involved, but then to step back and let someone else say their part. It takes courage to truly listen and also to speak your voice. Staff should teach students to value conflict, to engage and learn from one another, and to be aware of how they might react to different ideas and opinions. Most importantly, faculty and staff need to be positive role models for students and practice what they teach their students.

The truth is that politics is so embedded in our culture, society, and everyday lives that it is hard not to talk about it. So, we might as well talk about it openly in an environment where everyone has the right to agree or disagree, to voice their opinion, and to take advantage of an environment where open dialogue can take place safely.

Syracuse University has put forth a proposal to create a Student Leader Commission (Fisler & Foubert, 2006). If the funding is approved, the commission will be able to discuss and address issues on campus and to give students the opportunity to say what they have to say and represent their peers.

Further Research

This study leads to opportunities for future practice and research. Further research should address the cause(s) behind the lack of Conservative faculty members. Many researchers have speculated as to the reasons, but little or no research has been done to determine actual causes.

Another potential area for research would be to look at political activity and views among student affairs professionals. All of the current and prior literature speaks to the views of faculty members, senior-level administrators, or students but neglects to include voices of the rest of the campus population.

It is, however, important to note that the methodology utilized in the present study has its drawbacks. The sample is not representative of the larger population due to the limited number of respondents. Results cannot accurately be generalized without further research.

College instructors can benefit greatly if training programs are available to them. Professors are trained in their respective fields, but tend to lack training and knowledge to be able to tackle politically sensitive subjects in the classroom. By providing training or continuing education opportunities, professors can learn how to approach these subjects when appropriate and how to manage classroom activity or discussion. After all, faculty may not always be aware of how their beliefs and values play a role in how they approach their subject matter (Erlich & Colby, 2006). However, perhaps as a result of this controversy, faculties need to re-examine the extent to which their personal views do enter their classrooms. This can be done by making a clear statement in the classroom, or through the course syllabus, that students are free to express their own views without fear of being penalized. Professors should continuously re-evaluate course assignments, and paying greater attention to how they are assessing their students' performances. In order to avoid being blamed for evaluating students on the political views of their work, faculty should make assessment criterion as clear and unambiguous as possible and provide feedback based on those criterion.

Another need that comes out of this research is for both faculty members and students who are Conservative to network and make connections on their respective campuses and nationally. As the number of Conservative people dwindles on college campuses, it is increasingly important for those people to work together and support one another to ensure their voices are heard. According to Schweikart (2006), Conservative graduate students in liberal arts programs are forced to either choose from the limited Conservative professors to serve as theses or dissertation chairpersons or to possibly compromise their values, beliefs, research interests, and job possibilities by studying under radical or liberal professors. Professional associations such as the American College Personnel Association or National Association of Student Personnel Administrators have networks and commissions representing almost every other minority in higher education, so it may also be helpful and necessary to provide teaching training opportunities for this group as well. Individual campuses can also support this group these professionals by creating support groups or making sure campus organizations are providing the support needed.

As a larger issue, this study identifies a variety of different opinions and thoughts as to the general purpose of higher education. It would perhaps be beneficial for those in both academic and political leadership positions to have conversations to begin to understand where those differences lie before anyone can attempt to accurately identify or address the issues of political indoctrination.

The goals of liberal or conservative educators and organizations are meant to be a positive in their impact. Unfortunately, the solutions have often been described as misguided (Erllich & Colby, 2006).

Leaders at every university agree that educating student in the practice of open-minded inquiry, while ensuring academic freedom of faculty, is a key component of undergraduate education, but creating a classroom and wider campus climate that are truly open to multiple perspectives on hot-button political issues is extremely difficulty to accomplish (p.1).

In conclusion, if we truly want to educate students to be responsible citizens, then they must be exposed to controversy and varying ideologies. Students need to be taught to

seek and consider alternative conceptions, stances, and views and to consider them respectfully...students must learn to think clearly about controversial issues, to form opinions, and to make strong cases for them, to evaluate the evidence for competing positions, to understand alternative perspectives to their own terms, to engage opposing views with civility and a sincerely open mind, and to change their own positions when persuaded (Erlich & Colby, 2006, p. 1).

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Appendix A- Letter to Prospective Participants

DATE

NAME
ADDRESS
CITY, ST, ZIP
PHONE

Dear NAME,

In order to complete the masters' degree in College Student Affairs at Eastern Illinois University, I am conducting original research for my thesis. The purpose of the study will be to examine differences in teaching philosophies and personal experiences between professors who identify politically as conservative or republican and those who identify as liberal, progressive, or a democrat at EIU as a politically active instructor. I will also be looking to include professors who fall somewhere in the middle of the political spectrum.

I have asked undergraduate student leaders with whom I work, as well as my classmates who are recent graduates, to provide names of professors that they knew on campus who may be potential participants in this study, which is how your name has come to my attention.

I would like to formally invite you to participate in this study. The initial interview will take approximately 1 ½ - 2 hours, with the possibility of a shorter follow-up interview at a later date. Your name, department, and any other information that may expose your identity will be kept confidential through all stages of my research. All interviews will be tape recorded and transcribed, but all tapes and paperwork will be destroyed following the completion of the study. All interviews will be conducted during the current fall semester.

If you are interested in participating in the study, please send an email response by DATE. If you have any questions, please do not hesitate to contact me at any time.

Sincerely,

Robin Zazove

Email: rzazove@yahoo.com

Office: 217-581-6580

Cell: 847-209-0590

Appendix B – Informed Consent Form

Professors and Politics

Principal Investigator: Robin Zazove

IRB File Number:

I, _____, agree to participate as a volunteer in the study. I have been informed of the purpose of the study, and have been made aware of the risks associated with my participation. I understand that, although the principal investigator will know my identity, all efforts will be made to keep any identifying information confidential. All tapes and transcriptions will be destroyed upon completion of the study.

I understand that participation is entirely voluntary. I understand that I am free to choose not to answer any specific questions asked of me, and that I am free to withdraw my participation at any time without penalty in any manner. I understand that if I have any questions or concerns regarding my treatment in this study, I may contact:

Institutional Review Board
Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920
Phone: 217.581.8576

Yes No I give my permission for my interview(s) to be audio taped.

By signing this form, I agree that I have been informed of the purpose and procedure of this study, and that I have received a copy of this Consent Form for my records. If I have further questions regarding the purposes or procedures associated with this study, I may contact:

Robin Zazove
Department of Counseling and Student Development
Eastern Illinois University
Email: rzazove@yahoo.com
Phone: 217.581.6580

Dr. Charles G. Eberly
Professor of Counseling and Student Development
Eastern Illinois University
Email: cfcge@eiu.edu
Phone: 217.581.7235

Signature

Date

Appendix C – Protocol for Interview Questions

Researcher: Thank you for volunteering your time to participate in the study. The first set of questions is regarding your personal beliefs about teaching.

- Why did you decide to become a professor?
- What is your personal teaching philosophy?
- In what manner do you promote or oppose politically sensitive ideas based on your personal beliefs in lecture?
- How do you respond to comments by students in your classroom that are clearly similar to your personal beliefs? Please provide specific examples.
- How do you respond to comments by students in your classroom that are clearly opposite to your personal beliefs? Please provide specific examples.
- Can you give (an) example(s) of wanting to assess a student better or worse based on their personal beliefs?
- How do you feel about teaching a point of view with which you do not agree?

Researcher: Thank you. The final set of questions is regarding your personal experiences while teaching at EIU.

- How long have you been teaching altogether? At EIU?
- What is your opinion of the political climate...
 - Among EIU faculty?
 - Among EIU students?
 - In your department?
- Can you give (an) example(s) of when your department chair, or supervisor, has come to you regarding your personal political beliefs?

- Can you give (an) example(s) of times students have come to discuss your personal beliefs in a one on one setting (outside the specified class meeting time)?
- What comments have students put on your course evaluations about your personal beliefs?
- Can you tell me about any times in which a mediator, or third party, was brought in because of conflicting beliefs between you and a student, faculty member, or administrator?

Researcher: Thank you for your openness and honesty in answering the questions. I will contact you if I think a follow up interview is necessary. Do you have any questions for me before we end the interview?

Appendix D – Academic Bill of Rights

Academic Bill of Rights

I. The Mission of the University.

The central purposes of a University are the pursuit of truth, the discovery of new knowledge through scholarship and research, the study and reasoned criticism of intellectual and cultural traditions, the teaching and general development of students to help them become creative individuals and productive citizens of a pluralistic democracy, and the transmission of knowledge and learning to a society at large. Free inquiry and free speech within the academic community are indispensable to the achievement of these goals. The freedoms to teach and to learn depend upon the creation of appropriate conditions and opportunities on the campus as a whole as well as in the classrooms and lecture halls. These purposes reflect the values -- pluralism, diversity, opportunity, critical intelligence, openness and fairness -- that are the cornerstones of American society.

II. Academic Freedom

1. The Concept . Academic freedom and intellectual diversity are values indispensable to the American university. From its first formulation in the *General Report of the Committee on Academic Freedom and Tenure* of the American Association of University Professors, the concept of academic freedom has been premised on the idea that human knowledge is a never-ending pursuit of the truth, that there is no humanly accessible truth that is not in principle open to challenge, and that no party or intellectual faction has a monopoly on wisdom. Therefore, academic freedom is most likely to thrive in an environment of intellectual diversity that protects and fosters independence of thought and speech. In the words of the *General Report*, it is vital to protect "as the first condition of progress, [a] complete and unlimited freedom to *pursue* inquiry and publish its results."

Because free inquiry and its fruits are crucial to the democratic enterprise itself, academic freedom is a national value as well. In a historic 1967 decision (*Keyishian v. Board of*

Regents of the University of the State of New York) the Supreme Court of the United States overturned a New York State loyalty provision for teachers with these words: "Our Nation is deeply committed to safeguarding academic freedom, [a] transcendent value to all of us and not merely to the teachers concerned." In *Sweezy v. New Hampshire*, (1957) the Court observed that the "essentiality of freedom in the community of American universities [was] almost self-evident."

2. The Practice . Academic freedom consists in protecting the intellectual independence of professors, researchers and students in the pursuit of knowledge and the expression of ideas from interference by legislators or authorities within the institution itself. This means that no political, ideological or religious orthodoxy will be imposed on professors and researchers through the hiring or tenure or termination process, or through any other administrative means by the academic institution. Nor shall legislatures impose any such orthodoxy through their control of the university budget.

This protection includes students. From the first statement on academic freedom, it has been recognized that intellectual independence means the protection of students - as well as faculty - from the imposition of any orthodoxy of a political, religious or ideological nature. The 1915 *General Report* admonished faculty to avoid "taking unfair advantage of the student's immaturity by indoctrinating him with the teacher's own opinions before the student has had an opportunity fairly to examine other opinions upon the matters in question, and before he has sufficient knowledge and ripeness of judgment to be entitled to form any definitive opinion of his own." In 1967, the AAUP's *Joint Statement on Rights and Freedoms of Students* reinforced and amplified this injunction by affirming the inseparability of "the freedom to teach and freedom to learn." In the words of the report, "Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion."

Therefore, to secure the intellectual independence of faculty and students and to protect the principle of intellectual diversity, the following principles and procedures shall be observed.

These principles fully apply only to public universities and to private universities that present themselves as bound by the canons of academic freedom. Private institutions

choosing to restrict academic freedom on the basis of creed have an obligation to be as explicit as is possible about the scope and nature of these restrictions.

1. All faculties shall be hired, fired, promoted and granted tenure on the basis of their competence and appropriate knowledge in the field of their expertise and, in the humanities, the social sciences, and the arts, with a view toward fostering a plurality of methodologies and perspectives. No faculty shall be hired or fired or denied promotion or tenure on the basis of his or her political or religious beliefs.

2. No faculty member will be excluded from tenure, search and hiring committees on the basis of their political or religious beliefs.

3. Students will be graded solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of their political or religious beliefs.

4. Curricula and reading lists in the humanities and social sciences should reflect the uncertainty and unsettled character of all human knowledge in these areas by providing students with dissenting sources and viewpoints where appropriate. While teachers are and should be free to pursue their own findings and perspectives in presenting their views, they should consider and make their students aware of other viewpoints. Academic disciplines should welcome a diversity of approaches to unsettled questions.

5. Exposing students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses is a major responsibility of faculty. Faculty will not use their courses for the purpose of political, ideological, religious or anti-religious indoctrination.

6. Selection of speakers, allocation of funds for speakers programs and other student activities will observe the principles of academic freedom and promote intellectual pluralism.

7. An environment conducive to the civil exchange of ideas being an essential component of a free university, the obstruction of invited campus speakers, destruction of campus literature or other effort to obstruct this exchange will not be tolerated.

8. Knowledge advances when individual scholars are left free to reach their own conclusions about which methods, facts, and theories have been validated by research. Academic institutions and professional societies formed to advance knowledge within an area of research, maintain the integrity of the research process, and organize the professional lives of related researchers serve as indispensable venues within which scholars circulate research findings and debate their interpretation. To perform these functions adequately, academic institutions and professional societies should maintain a posture of organizational neutrality with respect to the substantive disagreements that divide researchers on questions within, or outside, their fields of inquiry.

Appendix E – Kingston Bill/Concurrent Resolution 318

CONCURRENT RESOLUTION

Expressing the sense of the Congress that American colleges and universities should adopt an Academic Bill of Rights to secure the intellectual independence of faculty members and students and to protect the principle of intellectual diversity.

Whereas the central purposes of a university are the pursuit of truth, the discovery of new knowledge through scholarship and research, the study and reasoned criticism of intellectual and cultural traditions, the teaching and general development of students to help them become creative individuals and productive citizens of a pluralistic democracy, and the transmission of knowledge and learning to a society at large;

Whereas free inquiry and free speech within the academic community are indispensable to the achievement of the central purposes of a university, the freedoms to teach and to learn depend upon the creation of appropriate conditions and opportunities on the campus as a whole as well as in the classrooms and lecture halls, and these purposes reflect the values of pluralism, diversity, opportunity, critical intelligence, openness, and fairness that are the cornerstones of American society;

Whereas academic freedom and intellectual diversity are values indispensable to an American university;

Whereas from its first formulation in the General Report of the Committee on Academic Freedom and Tenure of the American Association of University Professors, the concept of academic freedom has been premised on the ideas that human knowledge is a never-ending pursuit of the truth, that there is no humanly accessible truth that is not in principle open to challenge, and that no party or intellectual faction has a monopoly on wisdom;

Whereas academic freedom is most likely to thrive in an environment of intellectual diversity that protects and fosters independence of thought and speech;

Whereas in the words of the general report, it is vital to protect 'as the first condition of progress, [a] complete and unlimited freedom to pursue inquiry and publish its results';

Whereas free inquiry and its fruits are crucial to the democratic enterprise, and academic freedom is a national value;

Whereas in *Keyishian v. Board of Regents of the University of the State of New York*, a historic 1967 decision, the Supreme Court overturned a New York State loyalty provision for teachers with these words: 'Our Nation is deeply committed to safeguarding academic freedom, [a] transcendent value to all of us and not merely to the teachers concerned';

Whereas in *Sweezy v. New Hampshire* in 1957, the Supreme Court observed that the 'essentiality of freedom in the community of American universities [was] almost self-evident';

Whereas academic freedom consists of protecting the intellectual independence of professors, researchers, and students in the pursuit of knowledge and the expression of ideas from interference by legislators or authorities within the institution itself, meaning that no political, ideological, or religious orthodoxy should be imposed on professors and researchers through the hiring, tenure, or termination process, nor through any other administrative means by the academic institution, nor should the legislature impose any such orthodoxy through its control of the university budget;

Whereas it has long been recognized that intellectual independence means the protection of students and faculty members from the imposition of any orthodoxy of a political, ideological, or religious nature;

Whereas the 1915 Declaration of Principles of the American Association of University Professors admonished faculty members to avoid 'taking unfair advantage of the student's immaturity by indoctrinating him with the teacher's own opinions before the student has had an opportunity fairly to examine other opinions upon the matters in question, and before he has sufficient knowledge and ripeness of judgment to be entitled to form any definitive opinion of his own';

Whereas in 1967, the American Association of University Professors' Joint Statement on Rights and Freedoms of Students reinforced and amplified this injunction by affirming the inseparability of 'the freedom to teach and freedom to learn'; and

Whereas in the words of the joint statement, '[s]tudents should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion': Now, therefore, be it Resolved by the House of Representatives (the Senate concurring), That, to secure the intellectual independence of faculty members and students and to protect the principle of intellectual diversity--

(1) the Congress encourages all public and private colleges and universities in the United States to adopt an Academic Bill of Rights and to observe the following principles and procedures--

(A) all faculty members will be hired, fired, promoted, and granted tenure on the basis of their competence and appropriate knowledge in the field of their expertise and, in the humanities, the social sciences, and the arts, with a view toward fostering a plurality of methodologies and perspectives;

(B) no faculty member will be hired, fired, or denied promotion or tenure on the basis of his or her political, ideological, or religious beliefs;

(C) no faculty member will be excluded from tenure, search, and hiring committees on the basis of his or her political, ideological, or religious beliefs;

(D) students will be graded solely on the basis of their reasoned answers and appropriate knowledge of the subjects and disciplines they study, not on the basis of their political, ideological, or religious beliefs;

(E) curricula and reading lists in the humanities and social sciences will respect the uncertainty and unsettled character of all human knowledge in these areas and provide students with dissenting sources and viewpoints;

(F) while teachers are and should be free to pursue their own findings and perspectives in presenting their views, they should consider and make their students aware of other viewpoints;

(G) academic disciplines should welcome a diversity of approaches to unsettled questions;

(H) exposing students to the spectrum of significant scholarly viewpoints on the subjects examined in their courses is a major responsibility of faculty members;

(I) faculty members will not use their courses or their positions for the purpose of political, ideological, religious, or antireligious indoctrination;

(J) selection of speakers, allocation of funds for speakers' programs, and other student activities will observe the principles of academic freedom and promote intellectual pluralism;

(K) because an environment conducive to the civil exchange of ideas is an essential component of a free university, the obstruction of invited campus speakers, the destruction of campus literature, and other efforts to obstruct this exchange will not be tolerated;

(L) academic institutions and professional societies should maintain a posture of organizational neutrality with respect to the substantive disagreements that divide researchers on questions within, or outside, their fields of inquiry, recognizing that--

(i) knowledge advances when individual scholars are left free to reach their own conclusions about which methods, facts, and theories have been validated by research; and

(ii) academic institutions and professional societies formed to advance knowledge within an area of research, maintain the integrity of the research process, and organize the professional lives of related researchers serve as indispensable venues within which scholars circulate research findings and debate their interpretation; and

(2) the Congress recognizes that the principles and procedures described in paragraph (1) fully apply only to public universities and to private universities that present themselves as bound by the canons of academic freedom ; and

(3) it is the sense of the Congress that private institutions choosing to restrict academic freedom on the basis of creed have an obligation to be as explicit as is possible about the scope and nature of these restrictions.